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2005

## Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 2: Geography

Dayton Public Schools

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## INTRODUCTORY LESSON

### *Five Times Five: Five Activities for Teaching Geography's Five Themes (Flexible)*

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>A. Use map elements or coordinates to locate physical and human features of North America:</b></p> <p><b>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America:</b></p> <p><b>4. Explain how climate is influenced by:</b></p> <p>    a. Earth-sun relationships.</p> <p><b>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences:</b></p> <p><b>8. Explain how the characteristics of different physical environments affect human activities in North America.</b></p> <p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1</p> <p><b>Writing Applications:</b> B:5</p> <p><b>Research:</b> B:2</p> <p><b>Communication</b> A:1 E:8</p>	<p><b>Core Activity</b></p> <p>Looking for activities to teach the five themes of geography? We've got them for you – 25 of them.</p> <p>Find the entire resource on the Web site: <a href="http://www.education-world.com/a_lesson/lesson071.shtml">http://www.education-world.com/a_lesson/lesson071.shtml</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>location, place, environment interaction, movement, regions</p>

#### **Differentiated Learning**

##### *Enrichment Activity:*

- This Web site contains numerous activities, many of which are appropriate for enrichment activities for advanced students.

*Additional Instruction:*

- This Web site contains numerous activities, many of which are appropriate for students requiring additional instruction. Some adaptations are simple to see. For example, “the Lorax” reading activity or creating larger puzzle pieces for the “Map Puzzle” exercise are easily adaptable.



## Where in the World Are We Vacationing? (1-2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Geography:</b> <b>A. Use map elements or coordinates to locate physical and human features of North America.</b>  <b>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</b>	<b>Core Activity</b>  Students apply their knowledge of latitude and longitude to identify some favorite vacation destinations.  Find the entire lesson on the Web site: <a href="http://www.educationworld.com/a/lesson/00-2/lp2025.shtml">http://www.educationworld.com/a/lesson/00-2/lp2025.shtml</a>  <b>Interdisciplinary Connections</b>  Language Arts	coordinates, latitude, longitude
<b><u>LANGUAGE ARTS ALIGNMENT</u></b>  <b>Communication:</b> <b>A:1</b>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- As a supplementary activity, students might list some of their summer vacation destinations; then the groups can use atlases to pinpoint the longitude and latitude coordinates for each of those locations.

#### *Additional Instruction:*

- Planning a Road Trip - This lesson reviews latitude and longitude and asks students to figure out the latitude and longitude for several United States cities. Students will create "road trip quizzes" to test their classmates' ability to figure out locations based on their latitude and longitude.  
<http://www.nationalgeographic.com/xpeditions/lessons/01/q35/roadtrip.html>

### **Informal Assessment**

Clearly marked assessment in lesson.



## ***Where in the World—A Lesson in Latitude and Longitude (1-2 Days)***

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<b>Geography:</b>  <b>A. Use map elements or coordinates to locate physical and human features of North America.</b>  <b>I. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</b>	<b>Core Activity</b>  The students will be able to locate points on a map grid using latitude and longitude.  Find the entire lesson on the Web site: <a href="http://www.geocities.com/sumuptheweather/teacherpage_fall1.html">http://www.geocities.com/sumuptheweather/teacherpage_fall1.html</a>  <b>Interdisciplinary Connections</b>  Language Arts  Mathematics	Equator, Latitude, Longitude, Prime Meridian
<b><u>LANGUAGE ARTS ALIGNMENT</u></b>  <b>Communication:</b> <b>A:1</b>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Have students draw pictures of themselves at the different latitudes in the United States mentioned in the student assessment (above). The pictures should show them wearing clothing and doing activities that they think would be appropriate for the weather in these places. You may want to tape or tack their pictures to appropriate locations on a large United States wall map.  
<http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/longlat.html>

#### *Additional Instruction:*

- This lesson introduces students to latitude and longitude. They will look at lines of latitude and longitude on a United States map and discuss the reasons why these lines are helpful. Students will also discuss the ways that temperatures vary with latitude and will explain the clothes they might wear at specific latitudes.  
<http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/longlat.html>

### **Informal Assessment**

Teachers can create their own assessments based on the lesson content.





## Latitude and Longitude (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Geography:</b>  <b>A. Use map elements or coordinates to locate physical and human features of North America.</b>  <b>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</b>	<b>Core Activity</b>  Students will locate places on a map using a grid.  Find the entire lesson on the Web site: <a href="http://www.teachnet-lab.org/miami/2001/claytonj/lesson_2.htm">http://www.teachnet-lab.org/miami/2001/claytonj/lesson_2.htm</a>  <b>Interdisciplinary Connections</b>  Language Arts  Mathematics	degree, equator, grid Latitude, Longitude, Minute, Prime Meridian
<b><u>LANGUAGE ARTS ALIGNMENT</u></b>  <b>Communication:</b> <b>A:1</b>		

### Differentiated Learning

#### *Enrichment Activity:*

- Map Your City:
  - Student will write the address of his school, local attraction, home and a friend who lives elsewhere
  - Log onto the Internet
  - Visit <http://www.yahoo.com>
  - Have student click on Maps
  - Type the address of the school in space provided and click on Get Map
  - Zoom in on map to see various views. Locate other locations on map such as roads, highways, rivers, train tracks. Locate areas that are north, south, east and west of school
  - On this page click on Driving Directions, To this location and From this location
  - Click on Map New Location, then Get Map

#### *Additional Instruction:*

- Review with students the definitions of latitude and longitude. Do a couple of practice runs with finding different cities together as a class. Now, have students give you different cities, come up with ten together. Have students find the absolute location of these cities. (You will need maps with these cities on them!)

### Informal Assessment

Clearly marked assessment in lesson.



## Where in the World Are We Vacationing? (1-2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Geography:</b> <b>A. Use map elements or coordinates to locate physical and human features of North America.</b>  <b>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</b>	<b>Core Activity</b>  Students apply their knowledge of latitude and longitude to identify some favorite vacation destinations.  Find the entire lesson on the Web site: <a href="http://www.educationworld.com/a/lesson/00-2/lp2025.shtml">http://www.educationworld.com/a/lesson/00-2/lp2025.shtml</a>  <b>Interdisciplinary Connections</b>  Language Arts	coordinates, latitude, longitude
<b><u>LANGUAGE ARTS ALIGNMENT</u></b>  <b>Communication:</b> <b>A:1</b>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- As a supplementary activity, students might list some of their summer vacation destinations; then the groups can use atlases to pinpoint the longitude and latitude coordinates for each of those locations.

#### *Additional Instruction:*

- Planning a Road Trip - This lesson reviews latitude and longitude and asks students to figure out the latitude and longitude for several United States cities. Students will create "road trip quizzes" to test their classmates' ability to figure out locations based on their latitude and longitude.  
<http://www.nationalgeographic.com/xpeditions/lessons/01/q35/roadtrip.html>

### **Informal Assessment**

Clearly marked assessment in lesson.





## North American Maps (1-2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>A. Use map elements or coordinates to locate physical and human features of North America.</b></p> <p><b>2. Use maps to identify the location of:</b></p> <ol style="list-style-type: none"><li>The three largest countries of North America;</li><li>The 50 states of the United States;</li><li>The Rocky and Appalachian mountain systems;</li><li>The Mississippi, Rio Grande, and St. Lawrence rivers;</li><li>The Great Lakes.</li></ol>	<p><b>Core Activity</b></p> <p>One is detailed and the other blank for students to fill in.</p> <p>Find the detailed map at: <a href="http://www.lib.utexas.edu/maps/americas/north_america_ref01.jpg">http://www.lib.utexas.edu/maps/americas/north_america_ref01.jpg</a></p> <p>Find the blank map at: <a href="http://geography.about.com/library/blank/b/lnamerica.htm">http://geography.about.com/library/blank/b/lnamerica.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>coordinates, elements</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Applications:</b> A:5</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Ask students to describe the location of their state to someone from another country. Have them use the map to write a brief description of where their state is located in the US. In their descriptions they may name neighboring states, bodies of water that are nearby, or describe how far they are from the borders of Mexico or Canada.

#### *Additional Instruction:*

- Bingo - Invite students to create their own bingo cards. They should label each column on the bingo card with a region of the United States. (Use whichever region arrangement appears in your students' text or your local curriculum; if there are more than five regions, student's select five regions to use on their cards.) Invite students to draw in each square in the column the outline of a different state in that region. The teacher will draw the name of a state from a bag full of paper slips labeled with each state's name. Who gets bingo first? (Instead of regions, do this with states and bodies of water, and borders!)

## Absolute Location (6-8 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>A. Use map elements or coordinates to locate physical and human features of North America:</b></p> <p style="padding-left: 40px;"><b>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</b></p>	<p><b>Core Activity</b></p> <p>Everything on the Earth has its own location. In order for students to be able to understand absolute location, they will experience a variety of activities using latitude and longitude. Using maps, books, and other classroom resources, students will discover how to locate the coordinates of a point.</p> <p>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Absolute_Location.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Absolute_Location.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>absolute location, latitude, longitude, parallels, degrees, equator, hemispheres, meridians, North Pole, South Pole, Prime Meridian</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Writing Applications:</b> 5</p> <p><b>Research:</b> E:6</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Provide students moving beyond this indicator with the opportunity for independent study. Have students investigate questions and present their findings to the teacher or whole class as a report or on a poster.
- Some examples could be:
- a. Who created the grid system?
  - b. When was the grid system developed and implemented?
  - c. What do the degrees mean in relation to the equator and Prime Meridian?
  - d. What is the International Date Line?
  - e. How many minutes are in each degree?
  - f. What do you notice about the distance between lines of latitude and lines of longitude? (Lines of latitude are constant but lines of longitude converge at the poles.)
- Have students create a game using coordinates. The game may include ways we can use coordinates, plot points on a map, and use strategies to travel across the world or United States. Emphasize to the students that the game they create has to be original.
  - Have students create picture books with stories related to coordinates.

*Additional Instruction:*

- Have students who are able to locate points in North America use a map and find locations all over the world (e.g., "World Coordinates Scavenger Hunt").
- Students who are having difficulty should practice using latitude and longitude separately before trying to use both together to locate points.

**Informal Assessment**

Clearly marked assessment in the lesson.



## USA Map/Quiz Printout (1 Day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>A. Use map elements or coordinates to locate physical and human features of North America.</b></p> <p><b>2. Use maps to identify the location of:</b></p> <ol style="list-style-type: none"><li>The three largest countries of North America;</li><li>The 50 states of the United States;</li><li>The Rocky and Appalachian mountain systems;</li><li>The Mississippi, Rio Grande, and St. Lawrence rivers;</li><li>The Great Lakes.</li></ol>	<p><b>Core Activity</b></p> <p>Students read a map of United States geography, then answer questions.</p> <p>Find the map and questions on the Web site: <a href="http://www.enchantedlearning.com/usa/statesbw/usa.shtml">http://www.enchantedlearning.com/usa/statesbw/usa.shtml</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>borders</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:1 C:7</p> <p><b>Reading Applications:</b> A:5</p> <p><b>Communication:</b> A:1</p>		
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"><li>Create an atlas. Assign each student the name of a state. Provide the student with a large sheet of drawing paper. The student creates a map of the state showing major cities, natural features, and Landmarks. A fact box on each map might provide standard information about state size, population, etc. Put together all the students' maps to create a class atlas.</li></ul> <p><i>Additional Activity:</i></p> <ul style="list-style-type: none"><li>Map puzzles – Collect state and regional maps from around the United States. Cut selected pieces from those maps. (The size of the "piece" might vary depending on the grade you teach. In the middle elementary grades, the pieces might be about two inches square.)</li></ul>		

- Students can use place names, natural features (lakes, rivers), and other clues on the map pieces to try to figure out which state each map piece is from. Students might do this activity in small groups. Each group might have copies of the same five map pieces. Which group can un-puzzle the map pieces first?



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>A. Use map elements or coordinates to locate physical and human features of North America.</b></p> <p><b>2. Use maps to identify the location of:</b></p> <p>a. The three largest countries of North America;</p> <p>b. The 50 states of the United States;</p> <p>c. The Rocky and Appalachian mountain systems;</p> <p>d. The Mississippi, Rio Grande, and St. Lawrence rivers;</p> <p>e. The Great Lakes.</p>	<p><b>Core Activity</b></p> <p>Based on a geographic location depicted on a commonly worn T-shirt, the lesson will include an exploration of a specific location to illustrate the principles of the five themes of geography.</p> <p>Find the entire lesson on the Web site:  <a href="http://cnets.iste.org/teachers/pdf/MS_Wearing_Geography.pdf">http://cnets.iste.org/teachers/pdf/MS_Wearing_Geography.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>depicted, exploration</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Writing Processes:</b> G:16</p> <p><b>Writing Applications:</b> B:5</p> <p><b>Research:</b> B:2 E:6</p> <p><b>Communication:</b> A:1,2 E:8</p>		
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>Have students draw a map of the United States. Based on the different places they have been students will use what they can remember to pencil in 10 states, the Mississippi River, and Lake Erie.</li> </ul>		

*Additional Instruction:*

- Stateside Challenge – Student teams master information about state geography and use it to challenge fellow classmates in a geography game. <http://www.eduplace.com/activity/state.html>

**Additional Resources**

*Web Sites:*

- T-Shirt Day – <http://www.mwsc.edu/~hist465/99shirtemes.html>

T-Shirt Day Worksheet - <http://www.mwsc.edu/~hist465/shirtwksheet.htm>

**Informal Assessment**

Clearly marked assessment with rubric.



## T-Shirt Passport (5 Days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>A. Use map elements or coordinates to locate physical and human features of North America.</b></p> <p><b>2. Use maps to identify the location of:</b></p> <ol style="list-style-type: none"> <li>The three largest countries of North America;</li> <li>The 50 states of the United States;</li> <li>The Rocky and Appalachian mountain systems;</li> <li>The Mississippi, Rio Grande, and St. Lawrence rivers;</li> <li>The Great Lakes.</li> </ol>	<p><b>Core Activity</b></p> <p>Students will wear place/name t-shirts and plot the location on a world map as well as in a passport. Data will be collected for distances "traveled," and locations visited.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.hawaii.edu/hga/GAW97/tshirt.html">http://www.hawaii.edu/hga/GAW97/tshirt.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>passport, plot (verb)</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Applications:</b> A:5</p>		
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>Use Claris Works or Microsoft Excel software to graph data.</li> <li>Use the Internet to explore locations</li> <li>Passport application and process</li> </ul> <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none"> <li><b>TAKE THE CHALLENGE:</b> Students will identify states and learn important information about each one by creating their own map game of the United States. <a href="http://www.eduplace.com/activity/challeng.html">http://www.eduplace.com/activity/challeng.html</a></li> </ul> <p><i>Web sites</i></p> <ul style="list-style-type: none"> <li>Book a Trip Around the World! Check this site for a list of books and travel to the different continents. -- <a href="http://pages.ripco.net/~esme/7continents.html">http://pages.ripco.net/~esme/7continents.html</a> -- Summer 2000.</li> <li>maps.com – <a href="http://www.maps.com">http://www.maps.com</a></li> <li>Population Reference Bureau – <a href="http://www.prb.org">http://www.prb.org</a></li> </ul>		

- Stanford Program on International and Cross-Cultural Education – <http://www.iis.stanford.edu>
- National Geographic – <http://www.nationalgeographic.com>
- Rand McNally – <http://www.randmcnally.com>

### **Informal Assessment**

Clearly marked assessment in the lesson.



## Mental Mapping (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Geography:</b>  <b>B. Identify the physical and human characteristics of places and regions in North America.</b>  <b>3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.</b>	<b>Core Activity</b>  The way people view different regions can help students understand and predict how the land may be used and, among other uses, what patterns of migration may be expected. This lesson uses mental maps to explore student perceptions of different regions of the United States.  Find the entire lesson on the Web site: <a href="http://www.nationalgeographic.com/education/lesson_plans/58mental.html">http://www.nationalgeographic.com/education/lesson_plans/58mental.html</a>	migration, climates
<b><u>LANGUAGE ARTS ALIGNMENT</u></b>  <b>Communication:</b> <b>A:1</b>	<b>Interdisciplinary Connections</b>  Biology	

### **Differentiated Learning**

#### *Enrichment Activity:*

- The Web site suggests extensions.

#### *Additional Instruction:*

- Bring the lesson to a sphere of reference that is appropriate for the child's understanding. For example, students might be able to understand what led to choices of their parent (s). They can ask their parents why they live here, why they did not move. Work with them to establish that decisions are made about locations based on perceptions about job possibilities, climates, etc.

### **Informal Assessment**

Clearly marked assessment in the lesson.





## Made in the U.S.A. (2-3 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.</b></p> <p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade:</b></p> <p><b>4. Explain how regions in North American become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</b></p>	<p><b>Core Activity</b></p> <p>Use this lesson as an introduction to culture and cultural diffusion or to expand on the study of the North American region.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.nationalgeographic.com/education/lesson_plans/58made.html">http://www.nationalgeographic.com/education/lesson_plans/58made.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>culture, diffusion, foreign, ethnocentrism</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Application:</b> A:5</p> <p><b>Communication:</b> A:1</p>		

### Differentiated Learning

#### *Enrichment Activity:*

- Ask students to list three possible reactions to newly diffused ideas, customs, and inventions. (They can be accepted, rejected, or adapted and modified to suit the needs of the receiving culture.) Ask students for examples of cultural diffusion taking place in the world today. Point out some barriers to cultural diffusion, such as distance, social customs, and governmental policies that prohibit mixing with outsiders. But also point out that with advanced communications, cultural diffusion can take place more rapidly than ever.

#### *Additional Instruction:*

- Younger students may enjoy drawing or cutting out pictures of the items mentioned in the handout and placing them on a large world map at their points of origin. When completed, ask students if they can see which regions might be considered centers of cultural invention.

- Write the word “foreign” on the chalkboard or on an overhead transparency. Ask students to name some words they associate with the word. List these on the chalkboard as students respond. If student responses are somewhat negative, explain that people and societies sometimes view things that are foreign to them with suspicion and fear.

### **Informal Assessment**

Teachers can create their own assessments based on the lesson content.



## Great Lodges (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.</b></p> <p><b>History:</b></p> <p><b>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict</b></p> <p><b>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</b></p>	<p><b>Core Activity</b></p> <p>Included are four interdisciplinary teaching units on Canyons, Glaciers. Grand Canyon National Parks.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.pbs.org/opb/greatlodges/teachers/teachers.htm">http://www.pbs.org/opb/greatlodges/teachers/teachers.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	canyon, glacier
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Research:</b> A:1, B:2, C:4, E:6</p> <p><b>Communication:</b> F: 2,8</p> <p><b>Reading Process:</b> A:6</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Students try their hand at glacial erosion by freezing a mixture of pebbles and sand in a cup of water. After the water freezes, it is removed from the cup and rubbed against a piece of wood to observe the "erosion" of the wood by the ice mixture.
- Research if there is any glacial evidence in your area. If so, take a field trip to see it.
- Research the location of major glaciers around the world, and draw their outlines on a map. Continue research by finding out what effects global warming will have on the Polar Regions and, in turn, coastlines around the world.
- Research the geologic history of the Grand Canyon and make a chart to scale that explains the stratigraphy of the canyon. See PBS's *Lost in the Grand Canyon*.

- Complete the PBS lesson, *The Power of Water*, at <http://www.pbs.org/edens/canyonlands/water.htm>

*Additional Instruction:*

- How was the Grand Canyon Formed? In this lesson, students will learn about how the Grand Canyon was formed, focusing on how the process of erosion enabled its rock layers to be deposited. They will examine the canyon's layers to see what the area probably looked like when the layers were created. Students will conclude by creating posters illustrating and describing what the Grand Canyon looks like today and what it looked like when one of its layers was formed.  
<http://www.nationalgeographic.com/xpeditions/lessons/07/g35/canyon35.html>

**Informal Assessment**

Clearly marked assessment in the lesson.



Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Geography:</b>  <b>B. Identify the physical and human characteristics of places and regions in North America.</b>  <b>4. Explain how climate is influenced by:</b> <ol style="list-style-type: none"> <li>Earth-sun relationships</li> <li>Land-forms</li> <li>Vegetation</li> </ol>	<b>Core Activity</b>  Students will understand the relationship between the Earth and the Sun and how this relationship affects observable phenomena on Earth, such as the seasons.  Find the entire lesson on the Web site: <a href="http://www.nationalgeographic.com/xpeditions/lessons/07/g35/seasons.html">http://www.nationalgeographic.com/xpeditions/lessons/07/g35/seasons.html</a>  <b>Interdisciplinary Connections</b>  Language Arts	climate, phenomena
<b><u>LANGUAGE ARTS ALIGNMENT</u></b> <b>Reading Process:</b> A:1 B:2  <b>Writing Applications:</b> B:5  <b>Research:</b> B:2  <b>Communication:</b> A:1,2		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Ask students what they think the weather is like near the Equator. They will probably say that it's always warm, which is true. Ask them if they think there are any seasons at all in equatorial regions. They might say no, but point out that these regions generally have a wet and a dry season. Have them research monsoons and write paragraphs explaining where and why the monsoons occur and what the students think it would be like to live in a region subject to monsoon seasons.

#### *Additional Activity:*

- A Reason for Seasons: Your Mission: Become a season sleuth. Learn the long and short of the changing of the seasons, then test your knowledge with our cosmic map.  
<http://www.nationalgeographic.com/xpeditions/activities/07/season.html>



### **Additional Resources**

*Web Sites:*

- CNN: Weather - <http://www.cnn.com/WEATHER/>
- National Geographic: Xpeditions Activity—A Reason for the Season - <http://www.nationalgeographic.com/xpeditions/activities/07/season.html>

### **Informal Assessment**

Clearly marked assessment of the lesson.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>4. Explain how climate is influenced by:</b></p> <ul style="list-style-type: none"> <li>a. Earth-sun relationships</li> <li>b. Land-forms</li> <li>c. Vegetation</li> </ul> <p><b>Social Studies Skills and Methods:</b></p> <p><b>C. Communicate social studies information using graphs or tables:</b></p> <p><b>8. Communicate research findings using line graphs and tables.</b></p> <p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1</p> <p><b>Reading Process:</b> A:1</p>	<p><b>Core Activity</b></p> <p>Greenhouse effect and global warming are explored in this Earth-Sun Relationship lesson.</p> <p>Find the entire lesson on the Web site: <a href="http://school.discovery.com/lessonplans/programs/weather/">http://school.discovery.com/lessonplans/programs/weather/</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Environmental Science</p>	<p>global, greenhouse barometer, global warming, high pressure system, coronal mass ejection, low pressure, supercell, thunderstorm, vortex, convection, current</p>
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>Weather Folklore: Share with your students some examples of weather-related folklore, such as “Ring around the moon, ’twill rain soon” and “Red sky at night, sailors’ delight; red sky at morning, sailors take warning,” and invite students to contribute additional examples. Have each student select and research one such saying with an eye toward investigating its accuracy in predicting the weather. Students should use the library and the Internet to research the origins and accuracy of their sayings and explain in writing what they have learned. (You might also ask students to perform simple observation experiments to test their sayings for accuracy.)</li> </ul>		

- **Tornadoes with a Twist:** Tornadoes are formed in part when warm air gets trapped beneath cold air. When this warm air finds an opening, it spirals up like an inverted bathtub drain, or vortex. Such movement of warm air through cold air is called convection current. Because air behaves like a fluid, students can observe convection currents firsthand through an experiment involving water. Provide students with a beaker of hot water and a small amount of colored cold water. Make sure that the temperature difference between the two samples is as great as possible, but be sure to emphasize safety when students are handling very hot water. Have students slowly and carefully add cold water to the hot water using an eyedropper and record their observations. Ask them to write conclusions based on their observations. You may want to explain the following:
  1. Cold water sinks to the bottom because it is denser than warmer water.
  2. Two air masses of different temperatures interact in a similar way.

*Additional Instruction:*

- Divide the class into eight groups and assign each group to locate information about a climate type listed in the legend of a South America map. Direct the groups to illustrate their findings in the form of a chart. When the groups have finished, have them put their charts on a bulletin board and describe their findings.

**Additional Resources**

*Supplemental Texts:*

- Christian, Spencer and Antonia Felix. *Can It Really Rain Frogs? The World's Strangest Weather Events*. John Wiley and Sons, 1997.  
Everything you ever wanted to know about weather, but from a humorous slant, is contained in this book. Read about raining frogs, hurricane names, historic hailstorms, or the weather-forecasting ghosts of Mt. Nebo, or try some of the weather experiments detailed in its pages.
- Discovery Channel. *Weather: An Explore Your World Handbook*. Random House, 1999.  
A compact overview of weather, from storms, winds, and clouds to the effects of El Niño. A glossary, index, list of weather contacts, symbols, and charts enhance this lively, colorful work.

*Web Sites:*

- The Weather Dude - <http://www.wxdude.com/>  
Geared to students and teachers, this site includes curriculum activities, quizzes, weather resources and songs
- National Climatic Data Center - <http://www.ncdc.noaa.gov/oa/ncdc.html>  
Access to recent and past worldwide temperature, precipitation, droughts, hurricanes are available at this interactive site
- The Weather Channel - <http://www.weather.com/>  
Complete weather information for the United States and the world with good teacher resources available on topics such as heat index and wind chill.

**Informal Assessment**

Clearly marked assessment in lesson.



## Landforms and How They Change (1-2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Geography:</b>  <b>B. Identify the physical and human characteristics of places and regions in North America.</b>  <b>4. Explain how climate is influenced by:</b>  <b>a. Earth-sun relationships</b>  <b>b. Land-forms</b>  <b>c. Vegetation</b>	<b>Core Activity</b>  How temperature can cause weathering of rocks and other material.  Find the entire activity on the Web site: <a href="http://www.lessonplanspage.com/LandformsAndWeathering.htm">http://www.lessonplanspage.com/LandformsAndWeathering.htm</a>  <b>Interdisciplinary Connections</b>  Geology	weathering

### Differentiated Learning:

#### *Enrichment Activity:*

- Provide students with a map of climates of the US. Using this map, have students create a chart showing how the climate affects their lifestyle. Consider how you eat, dress, where you live, the types of jobs in your area.

#### *Additional Instruction:*

- Provide students with a climate map of our region. Ask them to describe the type of climate we have. Then, ask them to identify the kinds of severe weather we have.
- Now, provide students with different climate maps of the United States. Talk about the different types of weather these parts of the US have.
- Ask students to compare the different maps. Ask them to notice the difference in climates, and have them hypothesize why the difference. Explain to the students why there are different types of climates.





## Regional Diary (4 days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America:</b></p> <p><b>3. Describe and compare landforms, climates, population, culture and economic characteristics of places and regions in North America.</b></p>	<p><b>Core Activity</b></p> <p>This lesson focuses on regions of the United States. Students will create a driving tour of one region in the United States and create a regional diary detailing the trip. Each student will “travel” through a region and describe landforms, climate, population, culture, and economic characteristics found in the regions. Then, they will pair with a student who researched another region and compare features using a graphic organizer.</p>	<p>region, landforms, cultural characteristics, economic characteristics, physical characteristics, human characteristics</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Writing Applications:</b> D:4 No Benchmark:5</p> <p><b>Research:</b> B:2 C:3</p>	<p>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_setD/G5B3_Regional_Diary.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_setD/G5B3_Regional_Diary.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Have students create a regional coin (similar to the 50 state quarters). Choose a picture to represent an item of cultural significance from a state in a particular region of a state.
- Divide students into small groups. Give them five state quarters from the same region. Have them examine the choices that states have made and draw conclusions about similarities and differences.
- Challenge students to regroup the regions based on different criteria (products, natural resources, population, climate, etc.).
- Have students research Route 66, The National Road or other popular or historic roadways and create a presentation for the class.



*Additional Instruction:*

- Assign Alaska or Hawaii in place of an entire region.
- Allow students to use computer mapping software or play computer simulation games to boost map skills.
- Provide graphic organizers for key information.

**Informal Assessment**

Clearly marked assessment in lesson.



## Climate and Crops (1-2 Days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<b>Geography:</b>  <b>B. Identify the physical and human characteristics of places and regions in North America.</b>  <b>4. Explain how climate is influenced by:</b>  <b>a. Earth-sun relationships</b>  <b>b. Land-forms</b>  <b>c. Vegetation</b>	<b>Core Activity</b>  Recognize the important elements needed to grow crops and the different types of climates within the US.  Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/SSUSClimateAndCrops24.htm">http://www.lessonplanspage.com/SSUSClimateAndCrops24.htm</a>  <b>Interdisciplinary Connections</b>  Environmental Science	elements
<b><u>LANGUAGE ARTS ALIGNMENT</u></b>  <b>Writing Applications:</b> <b>B:5</b>		

### Differentiated Learning

#### *Enrichment Activity:*

- Tell the students that they can bring in a favorite fruit or vegetable that was not on the list and tell us where it is from.

#### List of Materials:

1. Maps of United States
2. Cutouts of foods
3. Overhead climate map
4. Paper and pencil

#### *Additional Instruction:*

- Describe the climate in which you live. Describe the types of food you eat. Now, tell whether the food you eat is grown in the climate you live, or if it is grown in a different climate.

### Additional Resources

#### *Web site:*

- Free Blank Outline Maps of the United States <http://geography.about.com/library/blank/usa3.jpg>
- The World Almanac for Kids Online – <http://www.worldalmanacforkids.com/index.html>
- Clip art for first activity/guided practice from – <http://www.barrysclipart.com>

### Informal Assessment

Clearly marked assessment in lesson.

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade:</b></p> <p><b>4. Explain how regions in North America become interdependent why they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</b></p>	<p><b>Core Activity</b></p> <p>The focus of this lesson is on agricultural products of North America. Students will be actively involved in thinking about the major farming regions in the United States and the goods produced in each region. Students will understand how trading among regions increases the amount and variety of goods available.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Farming_Regions_and_Product_Specialization.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Farming_Regions_and_Product_Specialization.pdf</a></p>	<p>imports, exports, tariffs, market, specialization, interdependent, trade, goods, service, wants, needs, capital goods, Canada, Mexico, North America</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:6</p> <p><b>Reading Applications</b> A:5</p> <p><b>Research:</b> C:3 E:6</p> <p><b>Communication:</b> D:8</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>Have those students who are ready for a deeper understanding of trade and specialization investigate the other types of products that the United States imports and exports, such as automobiles, parts and accessories of vehicles, crude oil, natural gas, video games or anything that is interesting to individual students. Ask the students to present the information to the rest of the class or to you individually.</li> <li>Give students the opportunity to label the different farming regions on a blank United States map to further understanding.</li> <li>Have the students use the Internet to research distribution companies of canned goods.</li> <li>Arrange a field trip to your local grocery store to allow the students a hands-on look at the amount and variety of goods available</li> </ul>		

*Additional Instruction:*

- Assign work as a whole group, small groups and as individuals, to make sure the students are receiving variety of work situations that will allow more time to assist those needing individual attention.
- Display information gathered throughout the unit in the room and students will be able to examine, reflect and respond in the final post-assessment using these resources along with their own notes.

**Informal Assessment**

Clearly marked assessment in lesson.



## Regional Diary (4 days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America:</b></p> <p><b>3. Describe and compare landforms, climates, population, culture and economic characteristics of places and regions in North America.</b></p>	<p><b>Core Activity</b></p> <p>This lesson focuses on regions of the United States. Students will create a driving tour of one region in the United States and create a regional diary detailing the trip. Each student will “travel” through a region and describe landforms, climate, population, culture, and economic characteristics found in the regions. Then, they will pair with a student who researched another region and compare features using a graphic organizer.</p>	<p>region, landforms, cultural characteristics, economic characteristics, physical characteristics, human characteristics</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Writing Applications:</b> D:4 No Benchmark:5</p> <p><b>Research:</b> B:2 C:3</p>	<p>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_setD/G5B3_Regional_Diary.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_setD/G5B3_Regional_Diary.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Have students create a regional coin (similar to the 50 state quarters). Choose a picture to represent an item of cultural significance from a state in a particular region of a state.
- Divide students into small groups. Give them five state quarters from the same region. Have them examine the choices that states have made and draw conclusions about similarities and differences.
- Challenge students to regroup the regions based on different criteria (products, natural resources, population, climate, etc.).
- Have students research Route 66, The National Road or other popular or historic roadways and create a presentation for the class.



*Additional Instruction:*

- Assign Alaska or Hawaii in place of an entire region.
- Allow students to use computer mapping software or play computer simulation games to boost map skills.
- Provide graphic organizers for key information.

**Informal Assessment**

Clearly marked assessment in lesson.



## Why We Need Trees (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>6. Use distribution maps to describe the patterns of renewable, nonrenewable, and flow resources in North America including:</b></p> <p><b>a. Forests</b></p> <p><b>b. Fertile soil</b></p>	<p><b>Core Activity</b></p> <p>This unit makes students aware of forest products, types of trees, the value of forests, the damage that forest fires cause, and how the forests can help the earth.</p> <p>Find the entire lesson on the Web site: <a href="http://www.usask.ca/education/ideas/tplan/sslp/forestry.htm">http://www.usask.ca/education/ideas/tplan/sslp/forestry.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Topography</p> <p>Art</p> <p>Language Arts</p>	<p>products</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:1 C:7</p> <p><b>Communication:</b> A:1</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Students can identify and research local forest issues—in particular, threats to forests, such as fires and insect infestation. What programs are in place to prevent such threats?
- Familiarize students with the Smokey the Bear advertising campaign. Share how it began and developed, as well as its present goals - <http://www.smokeybear.com/>
- Conduct an Arbor Day celebration. Find out what types of tree-planting programs are in place in your community. Participate in one of them or develop your own and lobby the local government for sponsorship - <http://www.arborday.org/>

*Additional Instruction:*

- If a Tree Falls in the Forest: Forests cover nearly one-third of the Earth's land and provide us with wood, food, medicines, paper, and many other products that we use every day. Forests also oxygenate the air, modify climate, and contribute to our recreational and personal needs. In this lesson, students will explore the role that forests play in their own lives by listing everyday products made from trees, then researching and categorizing less common products that may be less familiar to students.

<http://www.nationalgeographic.com/xpeditions/lessons/15/g35/treefalls.html>

**Informal Assessment**

Clearly marked assessment in lesson



## Mapping U.S. Resources (2-3 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>6. Use distribution maps to describe the patterns of renewable, nonrenewable, and flow resources in North America including:</b></p> <p>c. Oil</p> <p>d. Coal</p>	<p><b>Core Activity</b></p> <p>Students will read and report on the United States of America as the world's largest energy producer, consumer, and net importer. It also ranks twelfth worldwide in reserves of oil, sixth in natural gas, and first in coal. Click on Ohio to find local resources</p> <p>Find the entire resource on the Web site: <a href="http://www.eia.doe.gov/emeu/cabs/usa.html">http://www.eia.doe.gov/emeu/cabs/usa.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>consumer, importer, producer, reserves</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:1</p> <p><b>Reading Applications:</b> A:1,5</p> <p><b>Communication:</b> A:1,2</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Have students explore the expedition's activity, The Quest for Gold, and ask them to think about why gold is considered such a valuable resource.  
<http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html>
- Ask students to explore the change in the use of a resource over time. Was there greater demand for it in the past? Is the demand for the resource increasing now? What can explain the change in Need? Speculate on the availability of different resources in the future. Encourage a discussion A discussion about the thoughtful use of both renewable and nonrenewable resources.

#### *Additional Instruction:*

- Everything Comes for Something: Students and their families use a multitude of products are manufactured in part or entirely from natural resources. In this lesson students will learn about renewable and nonrenewable resources and trace resources' points of origin by constructing and analyzing a product map.

<http://www.nationalgeographic.com/xpeditions/lessons/16/gk2/everything.html>



## Coal Areas in the United States (1 Day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>6. Use distribution maps to describe the patterns of renewable, nonrenewable, and flow resources in North America including:</b></p> <p><b>d. Coal</b></p>	<p><b>Core Activity</b></p> <p>Students will demonstrate knowledge of where coal is located by reading a chart.</p> <p>Find the entire activity on the Web site: <a href="http://www.coaleducation.org/lessons/MII/doc3.htm">http://www.coaleducation.org/lessons/MII/doc3.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>chart, coal</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Applications:</b> A:5</p> <p><b>Communication:</b> A:1,2</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Ask students to write a paper, develop a skit, or create a song or poem entitled "What If They Had This Resource Then?" They should select a resource, time period, event, and group of people and develop a situation for the selected resource. For example, students might wonder how World War II might have been different if Japan had plenty of petroleum and iron ore prior to the war. Or what would the distribution of cities look like in the United States if the U.S. had a large inland sea (much larger, that is, than the Great Lakes or the Great Salt Lake)?

#### *Additional Instruction:*

- <http://www.nationalgeographic.com/expeditions/standards/16/index.html> Students read from this site about renewable and nonrenewable resources. Have students create true and false questions to a partner. You could also create a twenty questions game from the reading, and make it into a game for the students.





## All the Water in the World (2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>6. Use distribution maps to describe the patterns of renewable, nonrenewable, and flow resources in North America including:</b></p> <p><b>e. Running water</b></p> <p><b>Social Studies Skills and Methods:</b></p> <p><b>C. Communicate social studies information using graphs or tables:</b></p> <p><b>8. Communicate research findings using line graphs and tables.</b></p>	<p><b>Core Activity</b></p> <p>Recognize that there is a lot of water in the world, but that not very much of it can be used for our drinking water and other water supply needs.</p> <p>Find the entire lesson on the Web site: <a href="http://www.epa.gov/region01/students/pdfs/w_w_intro.pdf">http://www.epa.gov/region01/students/pdfs/w_w_intro.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Science</p> <p>Language Arts</p>	<p>supply</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:1</p> <p><b>Reading Applications:</b> A:5</p>		
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"><li>There are supplemental activities on the lesson Web site.</li></ul> <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none"><li>Have students create a line graph or chart for areas (regions) of the U.S. The graph is to represent where water is and isn't in the U.S. After the students have created this, you may want to have them create these in pairs or groups. Discuss with the class what this means for the U.S.</li></ul> <p><b><u>Informal Assessment</u></b></p> <p>Teachers can create their own assessments based on the lesson content.</p>		



## ***The Formation and Value of Temperate Grasslands (2-4 Days)***

<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<b>Geography:</b>  <b>B. Identify the physical and human characteristics of places and regions in North America.</b>  <b>7. Analyze reasons for conflict and cooperation among regions of North America including:</b>  <b>b. Environmental Issues</b>  <b>Social Studies Skills and Methods:</b>  <b>C. Communicate social studies information using graphs or tables:</b>  <b>8. Communicate research findings using line graphs and tables.</b>	<b>Core Activity</b>  The activities presented here are designed to give students an overview of the climate and organisms of the North American Prairie.  Find the entire lesson on the Web site: <a href="http://www.pbs.org/americanfieldguide/teachers/prairie/prairie_sum.html">http://www.pbs.org/americanfieldguide/teachers/prairie/prairie_sum.html</a>  <b>Interdisciplinary Connections</b>  Language Arts	organisms, prairie biome

### **Differentiated Learning**

#### *Enrichment Activity:*

- *The Living Edens - Canyonlands: Tonight our guest is -*  
<http://www.pbs.org/edens/canyonlands/tonight.htm>  
*The Living Edens – Canyonlands: Survival Rummy*  
<http://www.pbs.org/edens/canyonlands/rummy.htm>  
These two activities are designed to teach about adaptations of prairie organisms.
- From the maps in Activity three, try to predict what biome you live in (see the biomes Web site- <http://www.runet.edu/%7Eeswoodwar/CLASSES/GEOG235/biomes/main.html> - for more biome maps if you don't live in one of the regions show. Then have students plot data from your area (typing "average monthly precipitate" and your state name on a Web browser to find local data) and the compare it to the three biomes show. Does it appear to be similar to one, or does it appear to be a different biome?

*Additional Instruction:*

- Scientific American – Wild Places – <http://www.pbs.org/saf/1106/teaching/teaching.htm>

**Additional Resources**

*Web Sites:*

- National Science Education Standards  
<http://www.books.nap.edu/html/nses>

**Informal Assessment**

Clearly marked assessment in lesson.

## Oceania Pacific Palaces (5-8 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</b></p> <p>8. Explain how the characteristics of different physical environments affect human activities in North America.</p> <p>9.</p>	<p><b>Core Activity</b></p> <p>Oceania consists of thousands of islands with many different physical characteristics. Students research the islands to learn ways in which the physical characteristics affect human activities and how the people affect the islands. They will tell how these characteristics affect humans there and how humans have adapted.</p> <p>Find the entire lesson on the Web site:  <a href="http://www2.una.edu/geography/statedevelop/lessons/pacific/Oceania_Pacific_Palaces.html">http://www2.una.edu/geography/statedevelop/lessons/pacific/Oceania_Pacific_Palaces.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>adapted, characteristics, plate tectonics, volcanoes, "hot spots"</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:1</p> <p><b>Reading Applications:</b> A:1.5 C:3</p> <p><b>Research:</b> B:2 E:6</p> <p><b>Communication:</b> A:2 D:8</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Students will pretend they are explorers of Oceania. Have students write a daily log of what they would find as they explore Oceania. (Do this for the unit of Oceania.) Students should write their recordings based on what they learned for the day about Oceania.

#### *Additional Instruction:*

- The Web site shares ideas for additional Instruction.

### **Informal Assessment**

Clearly marked assessment in the lesson.





## Create a Great Lakes Fantasy Trip (2-3 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</b></p> <p><b>9. Analyze the positive and negative consequences of human changes to the physical environment including:</b></p> <p><b>a. Great lakes navigation</b></p>	<p><b>Core Activity</b></p> <p>Decide where you would like to go on a trip on the Great Lakes.</p> <p>Find the entire activity on the Web site: <a href="http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-52527--,00.html">http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-52527--,00.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	Great Lakes
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Applications</b></p> <p><b>A:5</b></p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Students will pick one of the Great Lakes and decide how that lake had an impact on the state it is next to. Students can use the Internet to do this report. Students should present their findings in a poster board display.

#### *Additional Instruction:*

- Students research the Great Lakes and make a travel brochure trying to get people to visit them. You can put students in groups and have each group do one lake. Have the students be sure to include information on navigation of the lakes, and positive aspects of their lake, compared to the negative aspects of other students' lakes.

### **Additional Resources**

#### *Web sites:*

- Learn about cruising the Great Lakes today at <http://www.greatlakescruising.com/>



Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p><b>Geography:</b></p> <p><b>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</b></p> <p><b>9. Analyze the positive and negative consequences of human changes to the physical environment including:</b></p> <p><b>c. Irrigation;</b></p>	<p><b>Core Activity</b></p> <p>This lesson provides learner awareness and experience with a variety of irrigation processes.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.crwcd.gov/teacher/lp-irrigation.html">http://www.crwcd.gov/teacher/lp-irrigation.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Geology</p> <p>Agriculture</p> <p>Art</p>	<p>Processes, dryland farming, row irrigation, irrigation systems, aerial irrigation, food irrigation, drip irrigation</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Communication</b></p> <p><b>A: 1,2</b></p>		

**Differentiated Learning**

*Enrichment Activity:*

- Encourage the students to research how much water it takes to produce different types of food. Have them share their findings with the other students by chart and discussion.

*Additional Instruction:*

- Discuss with students the meaning of irrigation. See if students can give you examples of how Irrigation affects their life, or examples of irrigation used in Ohio or the community they live in. (Erie Canal used to flow through this area.) Discuss with students the Hoover Dam, why it was built and how this represents an example of irrigation.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</b></p> <p><b>9. Analyze the positive and negative consequences of human changes to the physical environment including:</b></p> <p><b>e. Introduction of new species.</b></p>	<p><b>Core Activity</b></p> <p>This lesson provides students with an overview of some endangered species and of the ways that human activities contribute to species endangerment.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.nationalgeographic.com/xpeditions/lessons/08/g35/endangered.html">http://www.nationalgeographic.com/xpeditions/lessons/08/g35/endangered.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Biology</p> <p>Language Arts</p>	<p>endangered species, biodiversity</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b></p> <p>A:1 D:4 E</p> <p><b>Research:</b></p> <p>B:2 C:3 E:6</p> <p><b>Communication:</b></p> <p>E:8</p>		
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>Have students research Internet or print resources to find out about things that kids are already doing to help save endangered species. Which of these activities are similar to the ones your students devised? Which activities do they think would be the most effective in helping the animals they have learned about?</li> <li>Have students use the Internet, print resources, or a local conservation organization to find out about an endangered species near their home. Ask them to research the animal's range, habitat, and food sources and to find out about the human activities that are contributing to its endangerment. Have them write editorials for their local newspaper in which they describe this animal's situation and explain how people can modify their activities to help the animal.</li> </ul>		

*Additional Instruction:*

- Preserving Biodiversity: Create a map that shows where some endangered species live in the world.  
<http://www.nationalgeographic.com/xpeditions/activities/08/biodiversity.html>

**Additional Resources**

*Web Sites:*

- Bagheera: A Web Site for Endangered Species - <http://www.bagheera.com/inthewild/vanishing.htm>
- Environmental Protection Agency - <http://www.epa.gov/>
- National Geographic: Xpeditions Activity—Preserving Biodiversity -  
<http://www.nationalgeographic.com/xpeditions/activities/08/biodiversity.html>
- World Wildlife Fund - <http://www.worldwildlife.org/>

**Informal Assessment**

Clearly marked assessment in lesson.